DOCUMENT RESUME

ED 335 440 UD 028 187

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TITLE Developing Positive Self-Images and Discipline in Black Children.
REPORT NO ISBN-0-913543-01-2
PUB DATE 84
NOTE 116p.
AVAILABLE FROM African American Images, 9204 Commercial, Suite 308, Chicago, IL 60617 ($7.95, plus $1.15 shipping).
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *African Culture; Behavior Modification; Black Education; *Black Youth; Child Development; Children; *Cultural Images; Curriculum Development; Mass Media Effects; *Parent Child Relationship; Parent Participation; *Self Concept; *Self Control; Television
IDENTIFIERS *African Americans

ABSTRACT

Developing positive self-images and self-discipline is a prerequisite for the effective education of African American children. The following factors have had a negative influence on their development: (1) chronic unemployment and underemployment; (2) the changing concept of childhood; (3) elitism; (4) low expectations; (5) lack of commitment to educating all children; and (6) misuse of achievement tests to label and place students. The following institutions should strive to emphasize African images that are instrumental in developing self-esteem in African American children: (1) the home; (2) the peer group; (3) television; (4) the school; and (5) the church. The following are major hindrances to the education of African American children: (1) the banking approach; (2) the certainty principle; (3) grades; (4) rote learning; and (5) the word approach to reading. An effective curriculum must acknowledge that African American children have a higher verve, are relational in their thought processes, and are more oral in cognition than Whites. Developing self-discipline requires adult consistency and positive reinforcement of good behavior. Parents are the first and primary educators, and the parent-child relationship is the key to supplemental nurturance and high expectations. Each of six chapters includes a list of suggested questions, exercises, and projects. A list of 88 references is appended. (FMW)

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